



# Individualized Learning Plan Family Meetings

## RiseUp Community School, Denver Public Schools

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At RiseUp Community School in Denver Public Schools, families requested access to information that went beyond portal reports and was more efficient than reaching out to individual teachers and counselors. After conducting focus groups, staff came together to design a student/family/school meeting where detailed information could be shared and discussed.



Individualized Learning Plan (ILP) meetings are short check-in meetings between the family and school. The goal of ILP meetings is to share information so that stakeholders can partner to support the unique goals of each student and ensure post-secondary goals are met.

At the beginning of the year and after each grading period, students reviewed their goals and progress and prepared to share this with families. The school helped by preparing student reports that included grade and credit trends, attendance trends, behavior reports, and graduation timelines. Families signed up to review progress with their students and the school staff during a 45-minute meeting. In order to make sure all families had the

opportunity for an ILP meeting, all staff members in the school were paired with 5-10 students and meetings were held over 1.5 days. In order to provide the data that families were asking for, the school created a new internal data tracking system that pulls data from the SDS and from local input sources and creates a visual report. This report was the starting point for students and families. Families had time in the ILP meetings to ask questions about specific data points they would like to explore.

The school has seen an increase in student achievement marked by on time graduation, increased course passing rates, increased attendance rates, and lower behavior incidents. Most significant may be an increase in students' abilities to take actions and request support from family members. Families reported feeling aware of student progress and confident in the actions they were taking at home to support post-secondary plans. In the first year, family attendance at ILP meetings went from 2% to 75% and have remained steady at just under 80% for the past four years. In subsequent years, the practice was evaluated by analyzing the type and depth of family questions and most recently has been evaluated by courses passed and attendance. The main challenge to the practice remains that not all families attend and, while reports are sent home, the depth of information sharing is limited.

In order to create meaningful family meetings for a school, the design process should be responsive to family needs and so focus groups would be a critical starting point. Training all staff to hold meetings will give the meetings a footing in the school as a central practice.